**School of Education**

**Master of Science in Education**

**Course Syllabus**



## Graduate Education Department Mission

The mission of the Graduate Education Department at Wilkes University is to provide the educational community with opportunities to become leaders in classroom instruction and in the administration of schools. As such, the Graduate Education Department seeks to promote the highest levels of intellectual growth and career development through a collaborative environment that supports teaching in a diverse learning environment, while valuing commitment to the educational communities it serves.

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| --- | --- | --- | --- |
| ED Number  ED 573 | | Course Title  Evaluation of Educational Programs | |
| Section/Semester  /spring 2011 | Location  Lower Dauphin Middle School | | Meeting Times  Wednesdays 4:30 – 7:30  Jan. 26 – April 27, 2011 |

## Instructor Contact Information

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor Name  Robert K. Schultz | | Office Hours (if applicable) | |
| Phone Number  717-903-2875 (cell)  717-737-1084 (home) | E-mail  [robert.schultzii@wilkes.edu](mailto:robert.schultzii@wilkes.edu) | | Best time(s) to be contacted  Before 5:00 - 8:00 PM weekdays |

**Course Description:**

Students will undertake advanced study in educational assessment strategies and program evaluation with a focus on student learning within the operation of these programs. It will encompass various types of assessment strategies and methods, as well as the analysis of assessment data to guide instruction and curriculum design. Instruction will focus on the principal's role in guiding teachers in the design of effective assessments and alternative assessment strategies, and the use of assessment in program evaluation. Working in collaboration with faculty, colleagues, and a practicing administrator, students will design a leadership plan of study for a topic in this area. The plan of study must directly relate to the role and responsibilities of the principal in this capacity. Sample topics can be drawn from such areas as: student assessment methods, evaluation of special and regular education programs, academic standards and the PA Assessment System or other related topics.

**Graduation Reminder to Students**:

If this is the final semester of your program and you will be completing all requirements for the master’s degree, you must register for the graduation audit (GRD-OOOB). For more information, go to: <http://www.wilkes.edu/pages/589.asp> Scroll to the Graduate Education section at the bottom of the page and click on the current semester link. You’ll find the graduation audit information at the top of the current semester schedule. Be sure to check with your advisor before registering for the graduation audit to ensure that you will meet all of the program requirements.

**Required Textbook(s) & Readings:**

Fitzpatrick, J.L., Sanders, J.R. & Worthen, B.R. (2011). *Program evaluation:*

*Alternative approaches and practical guidelines* (4th ed.). Saddle River, NJ:

Pearson Education.

**Recommended Reading List or Resources**:

American Psychological Association. (2009). *Publication manual of the American*

*Psychological Association* (6th ed.). Washington, DC: Author.

Fitzpatrick, J.L., Christie, C.A. & Mark, M.M. (2008). *Evaluation in action: Interviews*

*with expert evaluators*. Thousand Oaks, CA: Sage.

Hoy,W., & Tarter, J. (2008). *Administrators solving the problems of practice* (3rd ed.).

Boston, MA: Allyn and Bacon.

**Institutional Student Learning Outcomes (ISLO):**

Students will develop and demonstrate through coursework, learning experiences, co-curricular and extracurricular activities:

1. the knowledge, skills, and scholarship that are appropriate to their general and major field areas of study.
2. effective written and oral communication skills and information literacy using an array of media and modalities.
3. practical, critical, analytical, and quantitative reasoning skills.
4. actions reflecting ethical reasoning, civic responsibility, environmental stewardship, and respect for diversity.
5. interpersonal skills and knowledge of self as a learner that contribute to effective team work, mentoring, and life-long learning.

**School of Education Learning Outcomes (SELO):**

Education students will develop and demonstrate the following learning outcomes as appropriate to their selected level and field:

1. the knowledge, skills, and scholarship appropriate in their chosen field of study;
2. effective written and oral communication skills;
3. information literacy that fosters intelligent and active participation in the educational community;
4. technical competence and pedagogical skill to infuse technology in support of the teaching and learning process;
5. practical, critical, and analytical thinking strategies;
6. the ability to make informed decisions based on accurate and relevant data;
7. actions reflecting integrity, self-respect, moral courage, personal responsibility, and the ability to understand individual differences in order to meet the needs of the students and communities served
8. collaborative skills that promote teamwork.

**Graduate Education Student Program Outcomes (GEPO):**

1. The student will develop the knowledge, skills, and scholarship that are appropriate to the educational program.
2. The student will demonstrate effective written and oral language skills appropriate to knowledge acquisition and professional responsibilities of the discipline.
3. The student will demonstrate data driven decision-making skills.
4. The student will demonstrate an understanding of diversity by applying differentiation to the educational process.
5. The student will understand the critical role of collaboration in creating an effective educational process.

**Educational Leadership Program Outcomes (ELSPO):**

6. The student will demonstrate an understanding of the knowledge and skills to think and plan strategically. Creating an organizational vision around personalized student success.

7. The student will demonstrate an understanding of the creation of a culture of teaching and learning with an emphasis on learning.

8. The student will demonstrate the ability to operate in a fair and equitable manner with personal and professional dignity.

**Student Learning Objectives & Evidence of Student Learning**

The students will attain the listed learning objectives by completing the key instructional assignments, activities, or assessments as evidence of learning in this course.

| **Student Learning Objectives**  **The students will:** | **Evidence of Learning**  **~ Key Instructional Assignments, Activities, or Assessments~** | **PDE Certification Competencies**  *(Core [C]& Corollary [CL] Standards w/ sub competencies)* | PDE Standards taught in course  (percent) |
| --- | --- | --- | --- |
| Recognize the difference between formative and summative evaluation and effectively use the two strategies to evaluate educational programs. | Class discussion related to applications of evaluation’s basic purpose. | C1, C2E, C3C, C3D, C3E, SP2-5, SP3-7 | 5% |
| Identify the rationale for and against using professional judgment in evaluating educational programs. | Class discussion related to expertise-oriented evaluation.  Analysis of Case Studies based on effective evaluation, research and data collection | C1, C1A, C2E, C3C, C3E, SP2-5, SP3-7 | 4% |
| Identify the various types of expertise-oriented evaluation. | **Formal writing assignment-required WU assignment**  Class discussion related to expertise-oriented evaluation Analysis of Case Studies related to expertise-oriented evaluation. | C1, C1A, C2E, C3C, C3E, SP2-5, SP3-7 | 9% |
| Identify the strengths and weaknesses of program-oriented evaluation practices. | Class discussion related to program-oriented evaluation practices.  Analysis of Case Studies based on program-oriented practices. | C1, C1B, C1C, C2E, C3D, C3E, SP2-3, SP2-5, SP3-3, SP3-7 | 3% |
| Apply decision oriented evaluation practices throughout the development of a program | Class discussion focused on oriented evaluation practices.  Analysis of Case Studies based on decision-oriented evaluation practices.  **Quantitative Reasoning, Data Analysis and Data Gathering Formal Written Assignment-Required WU assignment.** | C1, C1B, C1C, C2E, C3D, C3E, SP2-3, SP2-5, SP3-3, SP3-7 | 3% |
| Compare and contrast performance monitoring and evaluation | Class discussion related to performance monitoring.  Analysis of Case Studies based on performance monitoring and evaluation. | C1, C1B, C1C, C2E, C3D, C3E, SP2-3, SP2-5, SP3-3, SP3-7 | 3% |
| Compare and contrast various models of practical participative evaluation such as practical participative, empowerment evaluation, development evaluation, and deliberative democratic evaluation. | Class discussion related to practical participative evaluation.  Case studies focused on participative evaluation models | C1, C1C, C2, C2D, C2E, SP2, SP3-7 | 9% |
| Justify the rationale for utilizing several evaluation models to determine effectiveness of programs. | Class discussion related to evaluation models.  Case studies focused on evaluation models. | C1, C1A, C1B,C2C, C3D, C3E, SP2-7, SP3-3 | 4% |
| Recognize how evaluation can impact the culture competence of a school system. | Class discussion related to cultural competence.  Case studies focused on cultural competence.  **Formal case study analysis-Required WU formal writing assignment.** | C1, C1A, C1C, C2, SP2, SP2-3, SP2-5 | 5% |
| Develop an evaluation system to address a personal focus. | Case studies related to evaluation systems.  **Research Project and Presentation-Required WU formal oral presentation, quantitative reasoning** | C1, C1B, C1C, C2, C2E, SP2, SP2-5, SP2-6, SP3, SP3-7 | 28% |
| Explore and utilize data sources available to schools as required by No Child Left Behind. | Conduct a data review of student’s school. | C2,C2B, C2C, C2D, C2E, SP2, SP2-3, SP2-5, SP2-6, SP2-7, SP3, SP3-3, SP3-7 | 9% |
| Explore and utilize specific data sources that schools utilize to assess locally. | Class discussion related to various data sources available in schools. | C2,C2B, C2C, C2D, C2E, SP2, SP2-3, SP2-5, SP2-6, SP2-7, SP3, SP3-3, SP3-7 | 4% |
| Identify local and national assessment tools. | Class discussion comparing the commonwealth to other states and municipalities. | C2,C2B, C2C, C2D, C2E | 5% |
| Identify international assessment tools. | Class discussion comparing the United States to other nations. | C2,C2B, C2C, C2D, C2E | 9% |
|  | | Total must equal | **100 %** |

**PDE Core (C) & Corollary (CL) Standards for Principals Addressed in this Course**

**(as indicated in preceding table)**

|  |  |
| --- | --- |
| C1 | The leader has knowledge and skills to think and plan strategically, creating an organizational vision around personalized student success. |
| C1A | Understands major challenges that schools face as they enable students to reach high standards to be successful adults in the new world economy. |
| C1B | Understands how to lead and motivate a school or district in creating a vision and strategic plan focused on higher student achievement. |
| C1C | Understands the process of change in order to improve student achievement. |
| C2 | The leader is grounded in standards-based systems theory and design and is able to transfer knowledge to his/her job as an architect of standards based reform in school. |
| C2B | Understands current Federal, state and district standards and requirements for demonstrating student performance data. |
| C2C | Understands standards-based systems theory and design, including the elements of a standards-based school system, which are aligned and focused on strong results for students:   * Clear standards (content vs. performance) * Fair assessments (formative vs. summative) |
| C2D | Understands the implications of communicating assessment results to students, teachers, parents and government and the community-at-large. |
| C2E | Understands current research and strategies on school reform and school design models. |
| C3C | Understands how to access data needed to address long-term and strategic planning needs of the school in the areas of personnel, fiscal operations, facilities, technology and other leadership initiatives. |
| C3D | Understands how student achievement data are used in decisions on curriculum and instruction and how to access data from national, state and local sources. |
| C3E | Understands how to use data from many sources reported in multiple formats to improve student achievement. Examples of various data categories would include demographics, student achievement and learning, school processes, perceptions. |
| SP2 | Prevention and Early Intervention |
| SP2-3 | Implement universal screening of students with periodic monitoring of students’ progress in the curriculum. |
| SP2-5 | Implement an integrated system of assessment and data collection for the identification of students struggling to meet academic and behavioral expectations. |
| SP2-6 | Monitor students’ learning rates and levels of performance and use that information in ongoing problem solving and decision making. |
| SP2-7 | Determine which students need additional help regarding intensity and likely duration of interventions, based on each student’s response to instruction across multiple tiers of intervention. |
| SP3 | Effective instructional strategies for students with disabilities in inclusive settings. |
| SP3-3 | Monitor student progress to provide mediated scaffolding increase academic rigor when appropriate. |
| SP3-7 | Analyze performance of all learners and make appropriate modifications. |

**Course Requirements & Assessments**

|  |  |
| --- | --- |
| Assessments | Point Value |
| Application Exercise #4 | 56 points |
| Application Exercise #3 | 60 points |
| Application Exercises #1 and #2 | 56 points |
| Research Project and Presentation | 60 +60 = 120 points |
| Administrative Field Experience (Proposal + Project) | 8+28 = 36 points |
| Chapter Key Components Summary – Presentation | 60 Points |

**Assessments**

1. Application Exercise #4 (pg. 151): Prepare a written response of 500-1000 words in APA format (title page, abstract, appropriate citations) to the question on page 151 #4 (application exercise). Be certain to respond to all questions provided. For the exercise, select an educational product of interest to you. Assignment will be scored using the Formal Writing Assignment Rubric
2. Application Exercise #3 (pg. 187): Prepare a presentation packet including specific strategies and decision-oriented evaluation approaches to address this assignment. Your packet should be complete addressing all components (a-d) and also visibly attractive for your audience. Follow APA format (title page, abstract, appropriate citations to support your recommendations). Assignment will be scored using the Formal Quantitative Reasoning Scoring Rubric
3. Application Exercises #1 and #2 (pg. 241): Prepare a written response as a review of the case studies cited on page 241 #1 and 2 (applications). The studies focus on the issues related to various cultures that impact our educational system. Refer to the articles cited in preparing your analysis of the two cases. Specifically respond to the questions provided citing evidence from the concepts learned to date, as well as your personal experiences. Your response should be 2000-2500 words in length (4-5 pages). Follow APA format as noted for prior assignments. Assignment will be scored using the Formal Writing Assignment Rubric
4. Research Project and Presentation: Using the guidelines presented in Chapter 11-13 and 17 complete the following assignment: In communication with your mentor for your field experience select a particular program or initiative that your school/district has recently adopted or is considering. For this program, locate a good evaluation report from a site such as What Works Clearing House. Using the guidelines that you have been provided (Chapter 17), critique the evaluation that has been completed. If possible, arrange for interviews with several (at least 3) of the intended users. Determine their reaction to the information. If they have not received the information, secure it for them and allow them to review it prior to your interview.

In summary your written document should: summarize the evaluation, provide your personal critique of the document and the methodology as referenced in this course, identify the strengths and weaknesses of the program, and include what your recommendation would be if you were the administrator responsible for reviewing the program.

For your presentation follow the suggestions provided on page 488 #2 (application). You may select from any of the suggestions or provide another model that you feel would most appropriately present your findings. Assignment will be scored using the Formal Oral Presentation Scoring Rubric and Formal Quantitative Reasoning Scoring Rubric

1. Administrative Field Experience:This course includes a 35-hour field experience that includes a field-based project with documented field hours. The field-based project is to include components of one or more of the prescribed assessment evidence (E1-5) as identified by the PDE. The project and field experience must meet Wilkes University and PDE requirements. Assignment will be scored using the Wilkes University Field-Based Project Requirements & Rubric for Principal and Superintendent Certification Courses on pages 16-18 of this syllabus.
2. Chapter Key Components Summary – Presentation: As part of a group project students will analyze the key components of one of the chapters (6 – 9) in the text, summarize the major components and present them to the class. The project will be worth 60 points and will be graded using the Formal Oral Presentation Scoring Rubric.

**Graduate Education Course Policies**

**Attendance Policy:**

Attendance at all graduate class sessions is expected, as is punctuality and adherence to deadlines and dates set for assignments and presentations. Anticipated absences should be approved in advance by the instructor. Students are responsible for all content and assignments due when absent. Assignments must be submitted on the date due regardless of absence. It is an expectation at the graduate level that absences from class should only be taken for emergencies or mandatory work requirements. Note that one absence is equated to a three-hour class session; a full day class is equivalent to two class sessions.

Students at the graduate level should expect that an absence from a class session in which a major assignment, presentation, or assessment is scheduled could result in a greater grade consequence than that set within this policy and should confer with the instructor in advance of the absence, if possible. If the absence is due to a sudden or unexpected event, the student should contact the instructor as soon as possible following the class meeting. Additional requirements or consequences may be imposed by the instructor.

**Course Expectations & Late Work Policy:**

# All coursework will be completed and submitted when due in a manner consistent with the high expectations of a graduate level student. Late work may result in a point or grade reduction as communicated by the instructor.

**Required Reference Format:**

All students are expected to follow the most current APA guidelines for giving credit to and citing internet and non-internet sources and references. Please be aware that points will be deducted for reference citations that do not follow APA format or do not give due credit to all relevant sources, whether used as a reference or quoted directly. References will be cited within the body of the assignment, as well as on a separate reference page following APA format.

**Recommended Reference Text:**

American Psychological Association. (2009). *Publication manual of the American Psychological*

*Association* (6th ed.). Washington, DC: Author.

**APA Online References:**

<http://apastyle.apa.org/>

<http://owl.english.purdue.edu/owl/resource/560/01/>

**Course Grading:**

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| --- | --- | --- | --- |
| Grading Scale | | | |
| 4.0 | A | 94-100% | Academic achievement of superior quality |
| 3.5 | B+ | 87-93% | Academic achievement of good quality |
| 3.0 | B | 80-86% | Academic achievement of acceptable quality in meeting graduation requirements |
| 2.5 | C+ | 75-79% | Academic achievement of adequate quality but below the average required for graduation |
| 2.0 | C | 70-74% | Academic achievement below the average required for graduation |
| 0.0 | F | Below 70% | Failure. No graduate course credit |

A grade of "X" indicates assigned work yet to be completed in a given course. Except in thesis work, grades of "X" will be given only in exceptional circumstances. Grades of "X" must be removed through satisfactory completion of all course work no later than four weeks after the end of the final examination period of the semester in which the "X" grade was recorded. Failure to complete required work within this time period will result in the conversion of the grade to 0. An extension of the time allowed for the completion of work should be endorsed by the instructor in the form of a written statement and submitted to the Registrar.

**Course Technology Integration**

**Communication:** A wiki for the course will be established and will be used to communicate class activities, due dates, rubrics, syllabus, links, discussion boards and other course material. The wiki will be used in place of e-mail to communicate any changes in the schedule for the course. Information for the wiki will be provided at the first class meeting and invitations to join the wiki will be sent to the students Wilkes e-mail address.

**Required Hardware:** To access e-learning courses, a multimedia-class computer with Internet connectivity is required. To find about more specific requirements (for PCs and Macs) review Wilkes University’s eLearning Technical Support Pages.

**Required Software:** Please consult Wilkes University’s eLearning Technical Support Pages for information about specific Internet browsers. If you are unsure what Internet browser version you are running and which plug-ins or ancillary players are currently installed on your computer, visit the Browser Tester. The following software applications are necessary for this course: Word, Excel, PowerPoint, access to either Windows Media Player or QuickTime.

**Help Desk:** For technical assistance, contact the Wilkes University Help Desk at 1-866-264-1462. Help Desk accepts calls 24 hours a day, 7 days a week.

## Wilkes Graduate Education Program Policies

**Academic Honesty:**

Academic Honesty requires students to refrain from cheating and to provide clear citations for assertions of fact, as well as for the language, ideas, and interpretations found within the works of others. Failure to formally acknowledge the work of others, including Internet resources, written material, and any assistance with class assignments, constitutes Plagiarism. Cheating and plagiarism are serious academic offenses that cannot be tolerated in a community of scholars. Violations of academic honesty will be addressed at the programmatic and university levels and may result in a decision of course failure or program dismissal. For more specific information, please refer to page 74 in the Student Handbook at: <http://www.wilkes.edu/PDFFiles/handbook2010-11.pdf>. Students are expected to follow all other academic honesty expectations as outlined by the instructor.

**Program Evaluation:**

Wilkes University Graduate Teacher Education Programs are fully accredited by both Middle States and the PA Department of Education. As such, it is sometimes necessary to collect student work for examination by program reviewers. By virtue of this statement, notification is given to all students that their work may be collected and used as artifacts to support program goals and as such may be reviewed by external evaluators. The review process is for program evaluation only and in no way will materials be utilized for any other purpose or gain. Students may decline to participate in this process by giving a written and signed note to their respective instructor at the beginning of each course.

**Academic Supports**

**Library Access:**

Wilkes offers an online library service that you can access from home. The library is available online at <http://www.wilkes.edu/library>. You can search the online catalog, browse periodical databases, view full-text articles, submit an interlibrary loan, ask a reference question, and much more.

The online article search is available to anyone currently enrolled in or affiliated with Wilkes University. All article searches are free. They are available at <http://www.wilkes.edu/pages/662.asp> and click on the database from which you would like to search.

Please note that if you are not on Wilkes campus, you will be asked to log in to some of the databases. Use your Wilkes e-mail username (without “@wilkes.edu”) and password to gain access.

If you do not know your username and password for your e-mail account, contact the Wilkes Help Desk directly at 1-866-264-1462. The Help Desk is available 24/7.

Those databases followed by an **\*** require a special password, whether you are on campus or off campus. Please contact the library reference desk at 570.408.4250 for information.

**Writing:**

The Writing Center, located in the lower level of the Library, is available to all Wilkes students and provides free assistance in all aspects of writing and communication, including the required APA format. Contact the Writing Center: Extension 2753 or on-line at <http://www.wilkes.edu/pages/765.asp>.

**Act 48:**

Wilkes University will automatically submit (90) Act 48 credits to PDE approximately 4-6 weeks after you receive your grade sheet. You can check your Act 48 credits recorded at the PDE Act 48 site: <https://www.perms.ed.state.pa.us/>

**Special Needs:**

Wilkes University provides disability support services (DSS) through the University College. If you have special academic or physical needs, as addressed by the American with Disabilities Act (ADA), and request special accommodations or considerations, please contact the University College and your instructors. Documentation of your disability will be requested by Wilkes in order to be considered for accommodations. Contact: Sandra Rendina 408-4153.

Class Schedule for the Semester

| **Date** | **Topic(s) & Readings** | **Assignments Due** |
| --- | --- | --- |
| (Class 1)  Jan. 26 | Chapter 1-Evaluation’s Basic Purpose, Uses and Conceptual Distinctions  <http://www.uiweb.uidaho.edu/ag/agecon/391/casestudmeth.html> | None |
| (Class 2)  Feb. 2 | Applications of Evaluation’s Basic Purpose through Case Study Applications  Case Studies cited on page 37  Russell, C.A., Turnbull, B.J. (2004). Mobilizing the public for education reform: challenges for a program and its evaluators. <http://www.policystudies.com/studies/community/AERA%2004%20PEN%20paper.pdf> | Class discussion-Page 36 #1 and 2 |
| (Class 3)  Feb. 9 | Chapter 5-First Approaches: Expertise and Consumer-Oriented Approaches  Case Study cited on page 152 | Be prepared to discuss Page 151 #3 and 4 (discussion) and #2 and #6 (application)  **ASSIGNMENT due Class 4 (Feb. 16):** Page 151 #4 (application)—details follow class schedule on Assignment Grid |
| (Class 4)  Feb. 16 | Chapter 6-Program-Oriented Evaluation Approaches  Case Studies cited on page 170  Chapter 7-Decision-Oriented Evaluation Approaches  Case Studies cited on page 188 | Group 1: Key Components project Ch. 6  Group 2: Key Components project Ch. 7  Be prepared to discuss Page 170 #1 (discussion) and Page 186 #1 (discussion)  **ASSIGNMENT due Class 6 (March 2):** Page 187 #3 (application) |
| (Class 5)  Feb. 23 | Chapter 8-Participant-Oriented Evaluation Approaches  Case Studies cited on page 230 | Group 3: Key Components project Ch. 8  Be prepared to discuss Page 229 #1 (application) |
| (Class 6)  March 2 | Application Question #3 (p. 187) presentations | Presentation of packets with components (a-d) |
| (Class 7)  March 9 | Chapter 9-Other Current Considerations: Cultural Competence and Capacity Building  Case Studies cited on page 242  Chapter 10-A Comparative Analysis of Approaches | Group 4: Key Components project Ch. 9  For class discussion, be prepared to discuss page 241 #1 and 2 (discussion) and page 254 #3 (discussion) and #3 (application)  **ASSIGNMENT DUE Class 9 (March 23):** Page 241- #1 and 2 (applications) |
| (Class 8)  March 16 | Mid-term Week—Short answer response essay assessment applying evaluation concepts addressed in the course. | The questions address the key components of the evaluation strategies presented in this course. Each response is graded using the WU Rubric # 5 (16 points on Focus, Organization, Style and Convention). Use APA style to cite as necessary; however an abstract is not necessary. |
| (Class 9)  March 23 | Part 3 – Practical Guidelines for Planning Evaluations Chapters 11-13  Case Studies Page 284, 313, | **REQUIRED FINAL ASSIGNMENT DUE CLASS 13 (April 20)**—Research Project and Presentation |
| (Class 10)  March 30 | Educational Data Collection –  Resources as provided by instructor.  Suggested resources:  Blink, R. (2007). Data-driven instructional leadership. Larchmont, NY: Eye on Education, Inc. Factors Influencing Student Achievement ([http://wa.audobon.org/PDFs/Education -research-oksana-4-6.pdf](http://wa.audobon.org/PDFs/Education%20-research-oksana-4-6.pdf))  [www.pde.state.pa.us](http://www.pde.state.pa.us)  <http://www.education.state.pa.us/portal/server.pt/community/pa_value-added_assessment_system_%28pvaas%29/8751>  <http://paayp.emetric.net/>  <http://www.emetric.net/>  <https://solutions1.emetric.net/pssa/> | Conduct a data review of your school by locating the data that your school collects. Extend your investigation beyond PSSA and 4 Sight. Categorize the data that you have identified by the following classifications: demographic, student learning, school process or perceptions. Also describe the data, where you located it, who is responsible for collecting it and how it is communicated to staff |
| (Class 11)  April 6 | Assessing Locally-Resources to be provided by instructor.  Suggested resources:  <http://www.ets.org/>  [www.pde.state.pa.us](http://www.pde.state.pa.us)  <http://www.education.state.pa.us/portal/server.pt/community/pa_value-added_assessment_system_%28pvaas%29/8751>  <http://paayp.emetric.net/>  <http://www.ed.gov/> | Secure permission of a school administrator to review a variety of local assessment reports (AP, SAT, PSSA, student transcripts, report cards, local Curriculum Based Assessments, etc). Record the following information for the assessments: the assessment name, how you obtained the information, how it is used, strengths / limitations of the assessment\*. Select one of the reports that you secured and critique the report regarding its usefulness to you as a school administrator.  \* speak to administrators/teachers to secure this information and note the person to whom you spoke on this form. |
| (Class 12)  April 13 | Assessing Globally (State, National, International)-Resources provided by instructor  <http://www.ed.gov/>  <http://nces.ed.gov/nationsreportcard/>  <http://nces.ed.gov/surveys/pisa/> | After reviewing data from the various sources, reflect on the strength of each of the sources for you as an educator. What observations have you made about the performance of our state, nation and your local district? Prepare a table indicating the data source that you found, the location where you found it, strengths and concerns that you note regarding the data and how you feel you could use it as a school administrator. |
| (Class 13)  April 20 | Final Presentations—Guidelines provided in Chapters 11-13 and 17-Reporting Evaluation Results: Maximizing Use and Understanding | **ASSIGNMENT:** Presentation for assignment as detailed on the assignment grid that follows. |
| (Class 14)  April 27 | Final Presentations—Guidelines provided in Chapters 11-13 and 17-Reporting Evaluation Results: Maximizing Use and Understanding | **ASSIGNMENT:** Presentation for assignment as detailed on the assignment grid that follows. |

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| --- | --- | --- | --- | --- | --- |
| ***Formal Writing Assignment Scoring Rubric*** | | | | | |
| **Point Value/Proficiency Level** | **40 Advanced** | **30 Proficient** | **20 Basic** | **10 Below Basic** | **0** |
| **Content**  *The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons and/or explanations.* | Substantial, specific, and/or illustrative content demonstrating strong development and sophisticated ideas | Sufficiently developed content with adequate elaboration or explanation | Limited content with inadequate elaboration or explanation | Superficial and/or minimal content | Assignment not submitted |
| **Written Communication** | **4** | **3** | **2** | **1** | **0** |
| **Focus**  *The single controlling point made with an awareness of task (mode) about a specific topic.* | Sharp, distinct controlling point made about a single topic with evident awareness of task | Apparent point made about a single topic with sufficient awareness of task | No apparent point but evidence of a specific topic | Minimal evidence of a topic  Incoherent | Assignment not submitted |
| **Organization**  *The order developed and sustained within and across paragraphs using transitional devices including introduction and conclusion. APA style is utilized correctly unless its use is specifically waived by the instructor.* | Sophisticated arrangement of content with evident and/or subtle transitions. In sections of the assignment specified in assignment instructions,\* APA style is utilized with 0 errors | Functional arrangement of content that sustains a logical order with some evidence of transitions. In sections of the assignment specified in assignment instructions,\* APA style is utilized with 1 to 4 errors | Confused or inconsistent arrangement of content with or without attempts at transition. In sections of the assignment specified in assignment instructions,\* APA style is utilized with 5 to 8 errors | Minimal control of content arrangement. In sections of the assignment specified in assignment instructions,\* APA style is utilized with 9 or more errors | Assignment not submitted |
| **Style**  *The choice, use of arrangement of words and sentence structures that create tone and voice.* | Precise, illustrative use of a variety of words and sentence structures to create consistent | Generic use of variety of words and sentence structures that may or may not create writer’s voice and tone | Limited word choice and control of sentence structures that inhibit voice and tone | Minimal variety in word choice and minimal control of sentence structures | Assignment not submitted |
| **Conventions**  *The use of grammar, mechanics, spelling, usage and sentence formation.* | Evident control of grammar, mechanics, spelling, usage and sentence formation | Sufficient control of grammar, mechanics, spelling, usage and sentence formation | Limited control of grammar, mechanics, spelling, usage and sentence formation | Minimal control of grammar, mechanics, spelling, usage and sentence formation | Assignment not submitted |

**Total Score \_\_\_\_\_\_\_\_\_\_/56**

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| --- | --- | --- | --- | --- | --- | --- |
| **Formal Quantitative Reasoning Scoring Rubric** | | | | |  | Pts.  Earned |
| **Proficiency Level** | **Advanced (4 points)** | **Proficient (3 points)** | **Basic (2 points)** | **Below Basic (1 point)** | **No Credit** |
| **Data Presentation** | Data▲ are summarized in a “well-formed” ◄ manner and visually presented so that it is meaningful ►and obvious; presentation has no errors according to APA specifications▼ | Data▲ are summarized in a “well-formed” ◄ manner interpretable with narrative explanation; presentation includes up to 2 errors according to APA specifications▼ | Data are visually presented but organization of data unclear; presentation includes more than 2 -3 errors according to APA specifications▼ | Data are visually but organization of data unclear; presentation includes more than 3 errors according to APA specifications▼ | Assignment not submitted |  |
| **Proficiency Level** | **Advanced (16 points)** | **Proficient (12 points)** | **Basic (8 points)** | **Below Basic (4 points)** |  |
| **Interpretation**  ***(For review of data-based articles)*** | Narrative text accurately corresponds to data as presented; trends correctly identified; implications of results (including statistical significance, if applicable) are insightful and thorough    *Confirms or challenges author(s’) interpretation with and alternative interpretation of data provided by author(s);* *provides support for position from additional reading in professional literature* | Narrative text accurately corresponds to data as presented; thorough analysis of most data; identifies some correct trends  *Confirms or challenges with alternative explanation interpretation of data provided by author(s);* *provides example from professionally relevant experience* | Narrative text accurately corresponds to data as presented; few implications of results are attempted, or not fully supported by data  *Identifies interpretation of data provided by author(s);* *provides hypothetical example of how information may be applied in professional work* | Narrative text does not correspond to data; implications of results are only reiteration of data results  *Identifies interpretation of data provided by author(s)* |  |
| **Proficiency Level** | **Advanced (40 points)** | **Proficient (30 points)** | **Basic (20 points)** | **Below Basic (10 points)** |  |
| **Application** | Correctly and appropriately explains application of data (e.g., correct diagnoses and appraisals) to inform decisions about design of future action or solve problem(s) and makes specific recommendations for future action | Correctly applies data (e.g., correct diagnoses and appraisals) to inform decisions about design of future action or solve problem(s); makes general recommendations  for future actions | Demonstrates superficial understanding that data are used to make decisions (e.g., make diagnoses or appraisals); recommendations are not logically linked to data and interpretation | No evidence of linkages among data, data interpretation, application of data to problem solving or recommendations |  |

▲Data: recorded facts gathered from direct observation or experimentation

◄Well-formed: data clustered together with correct form, construction, composition or structuring

► Meaningful: data that become useful information when organized for analysis, to reason, or make decisions

▼ See APA Manual for formats addressed by this statement in the rubric (e.g., tables, graphs, etc.) This statement does not apply to visual presentations of data not addressed in the manual.

**Total Score\_\_\_\_\_\_\_\_\_\_/60 points**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Formal Oral Presentation Scoring Rubric*** | | | | | |
| **Points/**  **Proficiency** | **40 Advanced** | **30 Proficient** | **20 Basic** | **10 Below Basic** | **0** |
| **Content** | Topic well developed; introduction draws the audience into the presentation with compelling questions or by relating to the audience's interests or goals; body of information shows extensive preparation; effectively supported by relevant examples or data; conclusion summarizes key points and includes example of student’s personal experience(s) | Topic adequately developed; introduction is clear and coherent; body shows preparation with inclusion of supporting materials; conclusion generated some analysis of key points and includes example of student’s personal experience(s) | Topic somewhat developed; introduction does not create a strong sense of what is to follow; body may have few supporting details, or may be overly detailed or incomplete; conclusion generates little analysis of key points; does not include example of student’s personal experience(s) | Topic limited in development; weak introduction lacking in structure, does not create a strong sense of what is to follow; body may have few supporting details, or may be overly detailed or incomplete; conclusion lacks analysis and does not include example of student’s personal experience | Assignment not submitted |
| **Oral Skills** | **4** | **3** | **2** | **1** | **0** |
| **Organization** | well-structured; material focused and ordered to make a unified point or effect | adequately structured; material ordered to make a general point or effect | somewhat structured; material is thematic, but point unclear | lacks structure; speaker provides little or no focus or order to the material | Assignment not submitted |
| **Flow/**  **impromptu responses to questions** | addresses questions carefully and thoroughly, integrating evidence and additional information in responses | adequately addresses questions | somewhat able to appropriately address questions | limited ability to appropriately address questions | Assignment not submitted |
| **Delivery** | Voice, facial expression, body movements effectively and consistently engage listeners and supports | Voice, facial expression, body movements engage listeners and supports | Voice, facial expression, body movements sometimes engage listeners or | Voice, facial expression, body movements ineffective in engaging listeners or | Assignment not submitted |
| **Language** | Word choices clearly demonstrate an awareness of the listeners; language is deliberately chosen to aid the listeners’ understanding and is appropriate for age, education, and background knowledge of the listeners | Word choices demonstrate an awareness of the listeners; language is consistent and seems generally appropriate to the listener’s understanding of the subject | Word choices indicate an awareness of the listeners; although the vocabulary is appropriate, the language seems chosen more for the speakers convenience than the listeners’ understanding | Word choices fail to reflect an awareness of the listeners, because either the vocabulary of the reference to the listeners is inconsistent or inappropriate. | Assignment not submitted |
| **Visual Materials** | visual materials are attractive; excellent in supporting and enhancing the presentation | visual materials neat and organized; adequately support presentation | visual materials basic; somewhat support points in the presentation | visual materials lack polish; do not support points in the presentation | Assignment not submitted |

**Total Score \_\_\_\_\_\_\_\_\_\_/60 points**

**Wilkes University Field Experience Project Requirements & Rubric**

**for School Principal and Superintendent Certification Courses with Field Hours**

This course has designated field experience hours to be completed in a field-based project. When developing and completing this project, the following is required by Wilkes University to meet PDE requirements for school leader and superintendent certification:

1. The designated field experience hours for this course are to be addressed in a field-based project specific to the school or district at which the field experience is taking place AND specific to the PDE core and corollary standards addressed in this course.
2. A field experience log, which follows, is to be maintained and completed by the student to document the required field hours related to activities conducted at the school or district site. The majority of these hours must directly relate to the field-based project.
3. The field-based project must be developed in conjunction with the course instructor and an identified site-based administrator (mentor) holding a K-12 leadership position equivalent to that of the student’s intended certification (i.e. assistant school leader/school leader for school leader certification or assistant superintendent/superintendent for superintendent certification).
4. The identified mentor does not have to be the same individual for every field experience but does have to be at the appropriate certification level. The mentor should have expertise in and oversight of the area related to the field-based project.
5. The field-based project must relate to the course objectives and the corresponding PDE standards.
6. The project’s design must directly or indirectly strive to improve student achievement based on the needs of the school or district.
7. The field-based project is to include a proposal with components of one or more of the following types of assessment evidence (E) designated by the PDE:

|  |
| --- |
| E. 1. Action-based research project designed to improve student achievement |
| E. 2. Development & implementation of a curriculum project focused on improving student achievement |
| E. 3. Tools project (application of current tools endorsed by and made available by PDE) |
| E. 4. Multiple measures of data project focused in student achievement |
| E. 5. Case study focusing on improving student achievement |

**Project Proposal Requirements**

1. The student must have the proposal completed and evaluated by deadline set by the instructor, typically before the mid-point of the semester. The student cannot begin the project’s activities until the proposal is approved.
2. The student and mentor will review the project proposal and the mentor will evaluate the proposal using the field-based project proposal rubric. The student will submit the proposal and the rubric to the course instructor. The course instructor will then evaluate the proposal.
3. The proposal should include the following:

|  |
| --- |
| 1. The name of the mentor and position, district, and contact information |
| 1. Project title, description, & timeline |
| 1. Project goal(s) and objectives aligned to the PDE core and corollary standards in a matrix-format |
| 1. Justification as to how the project will strive to improve student achievement based on the needs of the school or district. |
| 1. The evidence (E 1-5) that will be provided attesting to the attainment of the project goal(s), objectives, and PDE standards, as well as the fulfillment of the designated field experience hours. |

**Final Project Requirements**

1. The final project--evidence and log--will be submitted electronically to the instructor.
2. The student and mentor will review the final project and the mentor will evaluate the project and the log using the project rubric.
3. The fulfillment of the designated field experience hours must be documented, verified by the mentor, and submitted to the instructor or an incomplete will be issued.
4. The student will submit the final project, the signed log, and the mentor’s rubric to the course instructor. The course instructor will then evaluate the final project and log using the project rubric.
5. The course instructor will issue the grades for the proposal and the final project and determine the grade for the course.

**Wilkes University**

**Field-based Project Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Proposal**  **Rubric** | **Exceeds Expectations**  **2** | **Meets Expectations**  **1** | **Inadequate**  **0** | **Comments** |
| Project title, description, & timeline were complete and detailed. |  |  |  |  |
| Project goal(s) and objectives were aligned to the PDE core and corollary standards in a matrix-format. |  |  |  |  |
| An explanation as to how the project will directly or indirectly improve student achievement specific to the school or district was provided. |  |  |  |  |
| The evidence (E 1-5) that will be provided is aligned to the project’s goal(s), objectives, and PDE standards. |  |  |  |  |
| **Project Proposal Grade: \_\_\_\_\_\_\_\_\_\_/8**  **Evaluated by:**  **Signature of Evaluator:** | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Final Project  Rubric | **Excellent**  **4** | **Very Good**  **3** | **Average**  **2** | **Poor**  **1** |
| The evidence met the project’s goal(s), objectives, and PDE standards as identified in the proposal. |  |  |  |  |
| Field hours and corresponding tasks were verified with a log to meet the required number of hours set in the course. |  |  |  |  |
| Justification was provided as to how the final project directly or indirectly improved student achievement to meet the needs of the school or district. |  |  |  |  |
| A descriptive analysis of the final project and its results were provided with conclusions and recommendations derived from the analysis. |  |  |  |  |
| Application of writing conventions was at the graduate level. |  |  |  |  |
| The most current form of APA was followed to document (cite and reference) sources of information. |  |  |  |  |
| The final project was professional in its organization and its appearance. |  |  |  |  |
| **Final Project Grade: \_\_\_\_\_\_\_\_\_\_/28**  **Evaluated by:**  **Signature of Evaluator:** | | | | |

**Wilkes University**

**Field Experience Log**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester/Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_** Page:\_\_\_\_\_\_\_

**Course: ED \_\_\_\_\_ Instructor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Total Hours: \_\_\_\_ Administrator Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Dates** | **Time/**  **Hours** | **Task Description & Analysis**  **(summarize similar tasks and analyses)** | **PDE Core & Corollary Standards** |
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**APA Format Including Title Page with Running Head**

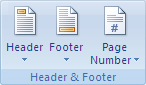
Your assignment should be typed, double-spaced on standard-sized paper (8.5" x 11") with 1" margins on all sides. You should use 10-12 pt. Times New Roman font or a similar font. Include a **page header** at the top of every page.

**Building the Running Head and Page Number of the Title Page**

* Your title page should contain a running head that is flush left at the top of the page, and a page number that is flush right at the top of the page. To create the running head line in Microsoft Office Word 2007:

1. Click on the **Insert** tab at the top of the tool bar.

2. Click on the **Header** icon in the **Header & Footer** group located approximately in the middle of the tool bar.



3. Click on the *Blank* header with the words “type text” flush with the left margin, then, type

Running Head:

Follow the colon with a short title of your paper typed in ALL CAPS. (See example on next page.)

4. In the same line as the running head, position the cursor flush with the right margin. **Note**   You may need to press the TAB key, adjust paragraph alignment, or make other changes to the header or footer content to position the cursor flush right.

5. In the **Header & Footer** group, click **Page Number**.

6. On the drop down menu, click **Current Position**.

7. Choose the page number design from the gallery of designs entitled *Plain Number*. **Note**   If you don't see a gallery of page number designs, there might be a problem with the Building Blocks template on your computer. See [I don't see galleries of page numbers, headers and footers, cover pages, or equations](ms-help://MS.WINWORD.12.1033/WINWORD/content/HA10203346.htm) for information about how to fix this problem.

**Please note that on the title page, your page header should look like this:**

Running head: TITLE OF YOUR PAPER

**Pages after the title page** should have a running head with the words *Running Head* deleted, like this:

TITLE OF YOUR PAPER

**Body of Title Page**

* The body of your title page should include the following ;
  + The full title of your paper. Type your **title** in upper and lowercase letters centered in the upper half of the page. APA recommends that your title be no more than 12 words in length and that it should not contain abbreviations or words that serve no purpose. Your title may take up one or two lines. All text on the title page, and throughout your paper, should be double-spaced.
  + Your name. Beneath the title, type the **author's name**: first name, middle initial(s), and last name. Do not use titles (Dr.) or degrees (Ph.D.).
  + Your institutional affiliation (Wilkes University).

About half way down the page, type the title of your paper, your name, and Wilkes University pressing “enter” after each one. (Check your professors’ formatting requirements. Some may also require you to add the date, the course name, and the professor’s name below this information.)

**Linking Title and Reference Pages to the Body of the Paper**

If your title page (cover page) and reference pages are not already part of the file that contains the text of your paper, you need to copy and paste them into the file. Use the Copy and Paste commands to create one consecutive file with your title page, body of the paper, and reference page. You could also “insert file.” (If needed, insert page breaks to separate the title and the reference pages from the body of the paper. Place the cursor where the page breaks are needed, and hit the “Ctrl” and “Enter” keys.)

**Need Additional Details?**

Consult the *Publication Manual of the American Psychological Association, 6th Edition*.

Running head: INDIVIDUAL DIFFERENCES IN BIMODAL PROCESSING 1

Individual Differences in

Bimodal Processing and Text Recall

I. R. Dunn

Wilkes University

**In-Text Citations: The Basics**

**APA Citation Basics**

When using APA format, follow the author-date method of in-text citation. This means that the author's last name and the year of publication for the source should appear in the text, E.g., (Jones, 1998), and a complete reference should appear in the reference list at the end of the paper.

If you are referring to an idea from another work but **NOT** directly quoting the material, or making reference to an entire book, article or other work, you only have to make reference to the author and year of publication in your in-text reference.

**In-Text Citation Capitalization, Quotes, and Italics/Underlining**

* Always capitalize proper nouns, including author names and initials: D. Jones.
* If you refer to the title of a source within your paper, capitalize all words that are four letters long or greater within the title of a source: *Permanence and Change*. Exceptions apply to short words that are verbs, nouns, pronouns, adjectives, and adverbs: *Writing New Media*, *There Is Nothing Left to Lose*.

(**Note:** in your References list, only the first word of a title and proper nouns (names of persons, places, or things) will be capitalized: Writing new media.)

* When capitalizing titles, capitalize both words in a hyphenated compound word: *Natural-Born Cyborgs*.
* Capitalize the first word after a dash or colon: "Defining Film Rhetoric: The Case of Hitchcock's *Vertigo*."
* Italicize or underline the titles of longer works such as books, edited collections, movies, television series, documentaries, or albums: *The Closing of the American Mind*; *The Wizard of Oz*; *Friends*.
* Put quotation marks around the titles of shorter works such as journal articles, articles from edited collections, television series episodes, and song titles: "Multimedia Narration: Constructing Possible Worlds"; "The One Where Chandler Can't Cry."

**Short Quotations**

If you are directly quoting from a work, you will need to include the author, year of publication, and the page number for the reference (preceded by "p."). Introduce the quotation with a signal phrase that includes the author's last name followed by the date of publication in parentheses.

According to Jones (1998), "Students often had difficulty using APA style, especially when it was their first time" (p. 199).   
  
Jones (1998) found "students often had difficulty using APA style" (p. 199); what implications does this have for teachers?

If the author is not named in a signal phrase, place the author's last name, the year of publication, and the page number in parentheses after the quotation.

She stated, "Students often had difficulty using APA style" (Jones, 1998, p. 199), but she did not offer an explanation as to why.

**Long Quotations**

Place direct quotations longer than 40 words in a free-standing block of typewritten lines, and omit quotation marks. Start the quotation on a new line, indented five spaces from the left margin. Type the entire quotation on the new margin, and indent the first line of any subsequent paragraph within the quotation five spaces from the new margin. Maintain double-spacing throughout. The parenthetical citation should come after the closing punctuation mark.

Jones's (1998) study found the following:

Students often had difficulty using APA style, especially when it was their first time citing sources. This difficulty could be attributed to the fact that many students failed to purchase a style manual or to ask their teacher for help. (p. 199)

**Summary or Paraphrase**

If you are paraphrasing an idea from another work, you only have to make reference to the author and year of publication in your in-text reference, but APA guidelines encourage you to also provide the page number (although it is not required.)

According to Jones (1998), APA style is a difficult citation format for first-time learners.  
APA style is a difficult citation format for first-time learners (Jones, 1998, p. 199).

Please use the example at the bottom of this page to cite the Purdue OWL in APA. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Notes:** This resource, revised according to the 6th edition of the APA manual, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please consult the Publication Manual of the American Psychological Association, 6th edition, second printing. Reference citations in text are covered on pages 169-179 of the Publication Manual.

APA style requires authors to use the past tense or present perfect tense when using signal phrases to describe earlier research. E.g., Jones (1998) **found** or Jones (1998) **has found**...

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**Last Edited:** 2010-07-13 12:19:28

<http://owl.english.purdue.edu>

